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ABSTRACT

This paper discusses the development and implementation of a model to identify developmental immaturities in kindergarten children preparing to enter first grade and to write remedial educational prescriptions designed to correct these immaturities. Kindergarten and first-grade teachers, as well as special services personnel and principals, were trained to administer and interpret an individualized screening instrument (the Mann-Suiter Developmental Inventory) designed to identify immaturities in the visual and auditory learning modalities of kindergarten students. The program model included inservice training for involved personnel, the evaluation of approximately 185 kindergarten students, and a series of staffings where remedial educational prescriptions (based on criterion referenced anticipated increases in learning) were established for each student found to have developmental immaturities. Follow-up of students was planned. The appendix includes the Mann-Suiter Developmental Screening record forms and tables presenting areas of diagnosed developmental immaturities for each student with matching criterion referenced remedial educational prescriptions. (Author/MS)

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To Plan and Build a Diagnostic-Prescriptive Model for the Identification and Remediation of Developmental Immaturities in Students Entering Grade One

by
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Submitted in partial fulfillment
of the requirements of the National Ed.D.
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ABSTRACT

Author Hensley, Barry S.

Title "To Plan and Build a Diagnostic-Prescriptive Model for the Identification and Remediation of Developmental Immaturities in Students Entering Grade One"

Descriptors Inservice Programs Early Childhood Education Kindergarten Individualized Instruction Testing

Abstract A model to identify developmental immaturities in kindergarten children preparing to enter first grade and to write remedial educational prescriptions to correct developmental immaturities was developed and implemented. Kindergarten and first grade teachers as well as special services personnel and principals were trained to administer and interpret an individualized screening instrument designed to identify immaturities in the visual and auditory learning modalities of these students. The program model included inservice training for involved personnel, the evaluation of approximately 185 kindergarten students and a series of staffings where remedial educational prescriptions based on criterion referenced anticipated increases in learning were established for each student found to have developmental immaturities.

INTRODUCTION

A relatively high number of kindergarten and first grade students was being referred for individual psycho-educational evaluation because the traditional student assessment program was not providing teachers the information necessary to individualize instruction for students with developmental immaturities. It was hypothesized that if teachers and administrators were afforded the opportunity to participate in student assessment and if this assessment resulted in information which could readily be translated into relative remedial educational procedures then the need would be met.

A procedure was developed in which teachers, administrators and special services personnel were trained to administer and interpret a screening instrument designed to identify developmental immaturities in the auditory and visual learning modalities of kindergarten students. Each kindergarten student in the System was then evaluated by a grade one teacher, an administrator or a special services staff member. Following the student assessments a series of staffings were held in each school in which the personnel who had evaluated the students wrote remedial educational prescriptions for each student with an identified immaturity. These prescriptions will be implemented by grade one teachers next year.

IDENTIFYING THE PROBLEM

The average yearly enrollment of the Harrisonburg City Schools from September, 1972 to September, 1975, grades K-12, was 2,462 students. During this same period an average of 170 referrals, grades K-12, were received for psycho-educational evaluations. This constituted approximately seven per cent of the yearly total school enrollment. However, of the 170 referrals received each year approximately 35 of them were received on students enrolled in kindergarten and grade one.

An analysis of the K-1 referrals received during the period from September, 1972 to September, 1975 indicated that a total of 23 students were referred for emotional and/or behavioral difficulties. One hundred four were referred for academic and/or readiness problems. Eleven students were referred by parents, and two students were referred by local physicians. Therefore, approximately 75 per cent or 104 of the kindergarten and first grade students referred were experiencing academic and/or developmental readiness problems.

The author held a series of interviews with principals and all of the kindergarten and first grade teachers within the system in January and February, 1976. These interviews indicated that the method of assessing the academic strengths and weaknesses of students preparing to enter grade one was not totally satisfactory. The kindergarten teachers were aware that in many instances certain students were not

mature enough to perform expected first grade level tasks. These teachers expressed frustration in having to determine the best educational placement for such students based on sparse and incomplete information. Information available to them included results and interpretations of a speech and language evaluation utilizing the Wepman Auditory Discrimination Test and the Goldman Fristoe Test of Articulation. In addition, anecdotal records were maintained on each student.

First grade teachers also voiced concern that many students entering this level were indeed not able to function satisfactorily. Both groups of teachers as well as administrators, were concerned that the testing conducted on kindergarten students provided some general information about certain aspects of student development; however, other types of information concerning visual-perceptual functioning, auditory processes and motor development were not available to identify students with developmental immaturities in the visual and auditory learning modalities. The teachers contended that such information would be quite beneficial in planning instructional programs for groups as well as individual students.

Such information was also considered especially useful in the identification of students to be enrolled in Title I classes which, for the most part, teach the skills of reading and language through a phonetics based program. In recent years, by means of individual assessment, it has been determined that certain students have failed to progress in such programs because of an incompatibility in student learning style and instructional methodology. In other words, the program and resultant instruction were not appropriate in relation to how the students best learned. A subsequent interview with the

Regional Coordinator of the Title I Program indicated that this was a rather prevalent problem in many school systems.

In addition to these factors, students were entering kindergarten earlier as a result of recent changes in the attendance laws. Students were able to enter kindergarten as early as four and one-half years of age. Both kindergarten and first grade teachers indicated that in general these younger students tended to be more immature than their older peers and a wider, more varied range of instruction was necessary to satisfactorily meet their learning needs. However, information as to how such instruction could be implemented was not available unless individual psycho-educational assessments were administered by special services personnel. This was not feasible on such a broad basis, however, because of a lack of manpower and time.

A very significant point made by the teachers was that such information and resultant implementation was most critical at the first grade level because it was at this point for the majority of students that formal academic instruction began. They concluded that if such information were available on students entering grade one the teacher would be in a much more favorable position to provide relevant, appropriate instruction and student progress would be facilitated.

PRACTICUM OBJECTIVES

The practicum effort was designed to identify developmental immaturities in approximately 191 kindergarten children, to write educational prescriptions to include appropriate materials and methodologies for removing these immaturities and to set criterion referenced anticipated increases in learning for each student to provide for maximum remediation.

Therefore, stated in specific terminology the objectives of the practicum effort were identified as follows.

1. To identify developmental immaturities within the auditory and visual learning modalities of approximately 191 kindergarten students.
2. To write educational prescriptions to include appropriate materials and methodologies designed to remove identified developmental immaturities.
3. To set criterion referenced anticipated increases in learning for each student to provide for maximum remediation of identified developmental immaturities.

Management objectives of the practicum effort were those anticipated changes in how the school system would operate as a result of the practicum and include the following.

1. To actively involve teachers and administrators as well as special services personnel in a group screening effort designed to ascertain the developmental immaturities of kindergarten students.
2. To develop a "team approach" concept utilizing teachers, administrators and special services personnel in writing educational prescriptions and establishing anticipated increases in student performance.

STRATEGY

It has long been recognized that all children do not learn at exactly the same rate nor in the same manner. In recent years there has developed a trend toward a more individualized and small group instruction. Many learning theorists however, contend that even individualized instruction is only partially effective unless the instruction is tailored to fit a child's learning needs. Myklebust and Johnson contend that one approach to individualizing instruction relevant to the needs of the learner is through the learning modalities approach. They contend that by identifying the relative ease or difficulty which students have processing auditory and visual stimuli provides direction on how the child best learns and in what areas difficulties are most likely to occur. Mann and Suiter in support of this basic hypothesis write that the educator needs to be aware of what types of stimuli are difficult for the student to process. In other words, there are numbers of learners who have great difficulty learning information which is presented to them visually or auditorially. Mann and Suiter as well as Myklebust and Johnson attribute much of this difficulty to developmental immaturities in either the visual and/or auditory learning modalities. This appears to be especially true of kindergarten and lower primary age children.

In attempting to identify developmental immaturities in the visual and auditory learning modalities and to plan appropriate

instructional activities for the population heretofore defined, the first task was to identify an assessment instrument which provided the appropriate information. Consideration was given to the predictive validity of the instrument, ease of administration, testing time, scoring procedures and ease of interpretation. Many instruments were of course available; however, after due consideration the Mann-Suiter Developmental Screening was chosen (see Appendix 1). This particular instrument was selected because it is designed to determine developmental immaturities in both the visual and auditory modalities of children ages four through six years. It was also an instrument which could be easily administered and interpreted by teachers. It was in fact designed for use by classroom teachers. However, the primary reason for selecting the Mann-Suiter inventory was that it is a part of a complete diagnostic handbook which includes theoretical perspectives, and remedial curriculums and activities for children with developmental immaturities and related difficulties. In other words, once the test results were available they could be easily translated into relevant, sequential and continuous educational prescriptions.

The primary weakness of the instrument was that approximately forty minutes were required to administer it to an individual child. Therefore, an edited version was administered excluding areas which were already measured by the existing testing program. The validity of the instrument was not reduced by editing because each subtest or subarea is evaluated independently, and there is not a total score for the inventory. The practice of using any or all subareas of the inventory is clearly sanctioned by the developers and is so stated in the manual. The edited version consisted of subareas which measure

visual motor skills, visual figure ground, visual discrimination, visual memory, auditory discrimination, auditory closure, auditory memory and an alphabet screen. The edited version required approximately fifteen to twenty minutes for administration.

The traditional approach to individual student assessment in the Harrisonburg City Public Schools was for special services personnel (guidance, reading, psychological, speech) to administer and interpret tests and, when appropriate, write educational prescriptions to be implemented by the teacher. This approach was initially considered for this practicum effort along with the concept of having local graduate students assist special services personnel in the administration of the tests. However, both these methods were rejected in favor of having the first grade teachers and administrators participate with special service personnel in administering the tests. The rationale for this approach was that the teachers who were required to implement the resultant prescriptions would have participated in the assessment and would have actually observed what problems the students were experiencing and the relevance of the prescriptions. They would have a vested interest in the outcome. Also, the teachers would be afforded the opportunity to become intimately familiar with the developmental skills common to children this age and how to recognize when a student was experiencing difficulty. The first grade teachers would also be afforded the opportunity of working with certain students whom they would have in their classes the coming school year. Consequently, they would get an initial "feel" for some of the strengths and weaknesses of next year's students.

Therefore, each first grade teacher was required and agreed to evaluate a certain number of kindergarten students. In addition the

school principal, Nova Participant, Reading Specialist, Assistant Superintendent for Instruction, and Director of Guidance and Testing also evaluated students. This was done on the entire kindergarten population of the school system. Three elementary schools participated.

Prior to the initial testing date the Participant trained all involved personnel in the utilization and interpretation of the instrument. In addition in-service training was provided explaining the developmental immaturities and consequent learning modalities concept in the individualization of instruction. Additionally, extensive information was provided and interpreted as to what types of learning difficulties students would exemplify if found to be below normative levels on specific sub-areas of the Developmental Screening Inventory.

Following the student screening process a series of staffings were held in each school composed of all kindergarten and first grade teachers, the Participant, the school principal and special services personnel. The Participant chaired these staffings and provided leadership and direction. The combined results of the screening inventory and other data from the traditional testing program were analyzed to determine the presence of developmental immaturities. If immaturities were found, a remedial educational prescription was written. This prescription was accompanied by criterion referenced anticipated increases in learning and skill development for the upcoming school year. The educational prescriptions were based on programs and activities outlined in the Mann-Suiter Handbook in Diagnostic Teaching and programs recommended by the members of the diagnostic-prescriptive staff. The diagnosis, as well as remedial prescription and educational placement, was recorded on a form developed specifically for this purpose

and was placed in the student's cumulative file for implementation the next school year (See Appendix 2). Materials and/or equipment necessary to implement the prescriptions have been located and/or purchased for utilization at the beginning of school.

THE PRACTICUM DESIGN

The first procedure in implementing the strategies outlined was to train the first grade teachers and involved administrative personnel in how to use and interpret the assessment instrument. This was done on a regularly scheduled basis in each school from 2:00 to 3:30 p.m. This time period was a part of the contracted work day. Kindergarten teachers "covered" the first grade classrooms during the training sessions. One session was required in each school for this training; however, after studying the instrument three teachers phoned the Participant and requested additional help in scoring and evaluating student performance. The total amount of time required for this phase of the practicum was six hours. The following is an outline of information imparted during the training sessions.

The Mann-Suiter Developmental Inventory is a screening device that can be used to determine the presence or absence of prerequisite readiness skills for task level learning in children ages four through six. Task level learning is a term used to indicate a level of skill performance normative for a certain chronological age. For instance, task level learning skills for students entering grade one include adequate skills in the areas of visual motor, visual memory, auditory discrimination and auditory memory only to mention a few. These and other skills should be mastered if growth and development in reading for example are to occur at expected rates and levels. Readiness

was defined as the degree of student mastery of those skills necessary for the development of formal academic tasks such as reading. Until such skills have been mastered the child remains in a readiness state and is not yet fully prepared for formal academic instruction.

The edited version of the instrument for this screening effort included the following areas.

Visual Motor—This is a measure of hand-eye coordination necessary for copying, writing and to a lesser extent reading skills.

Visual Figure Ground—This is a measure of a student's ability to attend to a particular design while simultaneously screening out irrelevant background information. This skill is considered necessary in the development of visual concentration skills necessary for a variety of academic achievements.

Visual Discrimination—This is a measure of the student's ability to discriminate between symbols that have similar configurations. This is a very necessary component of reading, writing, arithmetic, and spelling skills.

Visual Memory—This is a measure of a student's ability to retain visual images of common objects presented in a group. This skill is necessary in the development of reading and copying operations.

Auditory Discrimination—This is a measure of a student's ability to discriminate between words that are similar or different in the way they sound. This skill is essential in the development of phonics skills and related spelling and reading operations.

Auditory Closure—This measures a student's ability to combine sounds which are presented orally. This skill is necessary for the development of spelling and in general listening skills.

Auditory Memory—This measures a student's ability to reauditorize sentences or groups of words containing a complete thought. This process is necessary in the development of listening skills and related activities.

Alphabet Screen—This measures a student's ability to recognize the letters of the alphabet and what sounds these letters make. This is the only test in the screen which measures the integrated performance of the auditory and visual modality.

Students falling below the normative age on any two of the four visual subtests were considered to have a developmental immaturity in the visual modality and remedial activities were prescribed. Students falling below the normative age on any two of the auditory subtests were considered to have developmental immaturities in the auditory modality and specific remedial activities were prescribed. Students who scored below the norm on any combination of at least two visual subtests and one auditory subtest were considered to have developmental immaturities in both learning modalities and specific remedial educational prescriptions were formulated. In addition, students who were found to display developmental immaturities in both learning modalities were referred for an in-depth psycho-educational assessment to determine the extent and severity of the immaturity.

Remedial educational prescriptions were of course contingent upon the needs of the individual students; however, they in general followed along guidelines reflecting the following.

Auditory Discrimination Difficulties—The utilization of the Bell and Howell Language Master Program beginning with consonant and then vowel blends is recommended. The student is provided with listening tapes and

relates the content verbally to the class or teacher. The teacher repeats a series of letters or numbers beginning with 2 and eventually working up to 6 combinations. The digits or letters are vocalized at one-second intervals. In addition the SOS and appropriate areas of the MWM Programs are recommended.

Auditory Memory Difficulties--Directions given to the student should be short and concise and said slowly. The teacher performs a series of auditory acts such as clapping hands and stomping feet. The child is required to repeat the activity. The student is asked to verbalize the content of material which is read to him or which he has read. The student can be given practice repeating serial digits vocalized at one-second intervals. Initially, two digits should be introduced. The SOS and MWM Programs can also be used.

Auditory Closure Difficulties--The student can be provided with teacher made tapes of word analysis and synthesis, i.e., cat, -c-at, c--at, cat are helpful. These tapes should be developed from words and experiences and environment. In teaching reading, spelling patterns should be built upon. Nonsense syllables should be avoided. Directions given to the student should be short and concise. In addition the SOS, PRS and MWM Programs are recommended.

Visual Motor Difficulties--Dot-to-dot exercises are recommended along with the Frostig and PRS Programs. In addition students are required to sort shapes and sizes, match forms, match upper and lower case letters, practice cutting out designs and shapes, construct tinker toy projects from a picture, work varieties of puzzles and practice throwing and catching balls or bean bags.

Visual Figure Ground and Visual Discrimination Difficulties--The student may copy designs from a chalkboard, throw flathead darts,

play marbles and jacks, practice drawing vertical, horizontal, curved and diagonal lines at the chalkboard and dot-to-dot puzzles. The student is also required to copy upper and lower case letters from the chalkboard. In addition the Frostig, MWM and PRS Programs are recommended.

Visual Memory--Students should trace letters and numbers cut from sandpaper with the index finger of the dominant hand. Present a card with letters or digits on it to child and allow him to study one second for each number or letter on the card. Remove the card from sight and have student record on another card what was presented to him. Students can also cut their names and other familiar words out of sandpaper and trace it with the index finger on their dominant hand.

The next phase of the practicum design was to duplicate the tests. The Mann-Suiter Developmental Screening Inventory is available in master form which can be duplicated. Arrangements had initially been made for a parent volunteer to run off and assemble the tests; however, additional clerical personnel was employed through the Title VI, Employment for Public Service Act and volunteer assistance was not required. Approximately 225 copies were produced at an expense of $48.00. Nine hours of secretarial time was required to duplicate and assemble the tests. The tests were then distributed to the schools through the inter-school mail system.

The next component of the practicum was for the involved personnel to actually evaluate the students. The first grade teachers agreed to evaluate the kindergarten students during the course of the regular school day. The tests were administered during the first grade teachers' daily planning period and also at times when their classes

were in physical education and music. Each teacher had approximately 60 minutes daily when she was not directly responsible for her class. Also, kindergarten classes were released at 2:00 p.m. and these teachers covered the first grade classes during this time period so that students could be scheduled for evaluation. Students who remained after school to be evaluated did so with the permission of their parents. However, it was discovered that approximately 90% of the evaluations were conducted during the teachers' planning times and it was unnecessary to utilize the 2:00 to 3:00 p.m. time frame. Administrative personnel who evaluated students did so during the course of the regular school day.

The evaluators selected students to be evaluated in a random fashion according to an alphabetized list. Consequently, evaluators were not matched with students to be evaluated. The students were evaluated in the testing rooms of the individual schools. Scheduling these areas presented no difficulty because the planning times of the teachers were all different. The implementation in each school varied slightly reflecting the individuality of each school.

Spotswood Elementary School--This school had two sections of kindergarten totaling 47 students. There were also two first grade teachers. Each first grade teacher evaluated 12 students, the Participant evaluated 15 students and the Director of Elementary Guidance and Testing evaluated the remaining 8 students.

Keister Elementary School--This school had three sections of kindergarten totaling 71 students. There were also three first grade teachers. Each first grade teacher evaluated 12 students, the Participant evaluated 20 students, the Principal evaluated 10 students and the Reading Specialist evaluated the remaining 15 students.

Waterman Elementary School--This school also had three sections of kindergarten totaling 68 students. Once again each teacher was required to assess 12 students, the Participant evaluated 20 students, the Principal evaluated 10 students and the Director of Instruction for the school system evaluated the remaining 12 students.

Each test required approximately 20 minutes for administration and 5 minutes for scoring. This was approximately 5 minutes longer per evaluation than was originally determined. This increased time was in part due to the immaturity of many students requiring more time for assessment and in assisting students to become acclimated to the testing situation. Therefore, the 13 persons involved in the evaluation process contributed approximately 66 hours. Of these 66 hours, teachers contributed approximately 33 hours, the Participant contributed 18 hours and supportive personnel contributed approximately 15 hours. The testing phase was initiated on March 15, 1976 and completed by April 15, 1976, exactly on schedule.

Upon completion of the testing phase of the practicum a series of staffings were held in each school to ascertain the developmental levels of each student and to write accompanying remedial educational prescriptions for each student with a developmental immaturity. In addition criterion referenced anticipated increases in learning or skill development were set for each student with determined developmental immaturities. Students who scored at or above the norm on each subtest of the screening instrument and with their respective kindergarten teacher's recommendation were recommended for placement in a regular grade one curriculum with no remedial prescription. The staffings were held in each school according to a prearranged schedule (see Appendix 3). The staffings were held from 3:00 to 3:45 p.m. three

days per week. Staffings at Spotswood were held on Tuesday, Keister on Wednesday and Waterman on Thursday. The enrollment at Spotswood required 5 staff meetings; Keister required 6 staff meetings as did Waterman. The staffings were completed on Wednesday, May 26, 1976 as scheduled.

Upon completion of the staffings, forms containing all relevant information were distributed to the principals by the Participant (see Appendix 2). At that time each case was once again reviewed by the Participant and the Principal so that the Principal was familiar with the student's difficulties and what procedures, processes and programs were recommended to remediate the immaturity. Approximately three and one-half hours were required for this per principal.

EVALUATION

The terminal objective of this practicum is the remediation of identified developmental immaturities in students entering grade one. However, an evaluation of this objective would require an extended amount of time. In lieu of such an evaluation, S. O. Kaylin has agreed that a search of the literature providing substantial evidence that the remediation of developmental immaturities where properly implemented is supported in the literature and does produce positive results would suffice for an Introductory Practicum Effort.

It has long been recognized that the cognitive and psychomotor domains of children must have reached a certain level of developmental maturity before certain pre-academic and academic skill mastery can occur. It has recently become obvious to many educators that sometimes they wait too long for these skills to autogenously develop and that certain children need assistance in mastering these developmental milestones. Since failure rather than success in school characterizes many of these children it is obvious that appropriate intervention be implemented as early as is possible.[1]

Learning is a multi-faceted phenomenon and it is imperative that if remediation is to occur it is necessary to know where the learning

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[1] Joseph Church and L. Joseph Stone, Childhood and Adolescence (New York: Random House, 1975), pp. 162-163.

process breaks down. For instance, difficulties with perception, memory or language can interfere with many areas of learning. It is also equally important to know and understand the relationships between the various learning processes and how they function together to enable a child to achieve and master a certain level of skill performance. The educator needs not only to ask the question, "What kinds of problems does the child have," but "How do I plan and implement a program to alleviate the difficulty?" The answers to these questions will greatly assist the teacher in individualizing the instruction to meet given children's needs.[2]

Proper remediation of a child's developmental immaturities and/or academic weaknesses is contingent upon a proper assessment of the child's weaknesses, needs and strengths. This principle is of primary importance if remedial procedures are to be effective. Attempting to help a child to master academic concepts without first determining what special strengths and weaknesses the child has and how these weaknesses are being manifested is for the most part fruitless. Usually this type of problem is approached by providing the student with "easier" materials without actually knowing if such materials are appropriate.[3]

Unfortunately, the traditional concept of student evaluation has been misunderstood and rather inappropriately implemented. Evaluation procedures are most often perceived as a highly formalized structured

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[2]Phillip H. Mann and Patricia Suiter, Handbook in Diagnostic Teaching (Boston: Allyn and Bacon, Inc., 1974), pp. 1-4.

[3]Gerald Wallace and James M. Kauffman, Teaching Children with Learning Problems (Columbus: Charles E. Merrill Publishing Co., 1973) pp. 162-163.

situation where the child is administered a battery of tests by a person not responsible for the actual instruction of the child. This situation necessitates an additional step of interpretation of test results to the person who will be working with the child. Evaluation in this sense is often restrictive and does not provide relevant input to the child's teacher. Rather, evaluation should be perceived as an ongoing procedure in which the teacher has the responsible role. Instruments need not be so highly specialized that teachers are excluded from evaluation, thus removing them from the diagnostic prescriptive process.[4]

Research from the field of child development now clearly demonstrate that maturational lags or developmental immaturities in the visual and auditory modalities have direct implications for normal growth and development of formalized academic skills such as reading. The studies of Wepman and others clearly demonstrate that children with auditory perception difficulties are slower in language development and reading. Immaturities in visual perceptual functioning have been shown to have negative implications for the development of handwriting skills and in certain instances reading and spelling. Marianne Frostig states that the development of visual perceptual skills is a developmental milestone normally mastered by children between the ages of $3\frac{1}{2}$ and $7\frac{1}{2}$ years and when these skills do not normally develop the child becomes "at risk" to encounter learning difficulties.[5]

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[4]Gerald Wallace and James M. Kauffman, Teaching Children with Learning Problems (Columbus: Charles E. Merrill Publishing Co., 1973), p. 162.

[5]George Kaluger and Clifford J. Kolson, Reading and Learning Disabilities (Columbus: Charles E. Merrill Publishing Co., 1969), pp. 35-37.

Frostig, Fitzhugh and Getman have pioneered much of the work on assessment and remediation of developmental immaturities in the visual learning modality. Much of Frostig's orientation is largely derived from the theories of Piaget and Warner. The research of Frostig, Fitzhugh and Getman clearly demonstrates that various kinds of visual-perceptual immaturities are a chief factor in preventing children from experiencing normal academic growth and development. As a result of Frostig's research she developed a paper-pencil test designed to assess immaturities in the visual-perceptual learning modality as well as perceptual training materials designed to remedy diagnosed immaturities. The specific purpose of these materials is to ameliorate developmental immaturities so that the teaching of subject matter and skills can proceed as normally as is feasible. The materials and activities are accompanied by criterion referenced assessments so that student progress can be closely monitored.[6]

Wallace and Kauffman report that during the last decade much attention has been given to developmental immaturities and readiness for learning. Perceptual motor development and related skills are considered by these authors as crucial to future academic learning. Remediation of developmental immaturities is recommended as an integral component of the curriculum for children with diagnosed immaturities. They feel that systematic identification and remediation of developmental immaturities should be an integral component of the curriculum. They

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[6] James J. McCartny and Joan F. McCartny, Learning Disabilities (Boston: Allyn and Bacon, Inc., 1969), pp. 41-48.

advocate that teachers develop expertise in the assessment and remediation of immaturities so that future academic learning and skill development can occur. Immaturities in the visual modality should be systematically evaluated and remediated through the utilization of such programs and activities as the Frostig Program.[7]

Many researchers consider the auditory learning modality to be the most significant to the learning process. Auditory perceptual abilities or skills appear to be more possibly important to the development of academic skills than visual perceptual functioning especially above the third grade level. Unfortunately, this is a learning modality which until very recently has been underemphasized in diagnostic prescriptive programming.[8]

Myklebust and Johnson report that the child with auditory modality immaturities has difficulty interpreting sounds and in discriminating one sound from another. Thus, "cat" may be interpreted as "sat" and "b" may sound like "d". The child is quite unable to associate sounds with particular objects and experiences. Such children also have auditory memory difficulties and readily forget information presented to them through the auditory modality. Verbal directions are thus quite

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[7] Gerald Wallace and James M. Kauffman, Teaching Children with Learning Problems (Columbus: Charles E. Merrill Publishing Co., 1973), pp. 146-162.

[8] George Kaluger and Clifford J. Kolson, Reading and Learning Disabilities (Columbus; Charles E. Merrill Publishing Co., 1969), pp. 149-150.

difficult to remember. These types of immaturities have negative implications for the proper development of academic skills and concepts.[9]

The literature indicates that numerous children enter school without the necessary auditory skills to profit from regular instruction. Where these immaturities are ignored the skills remain underdeveloped and cause great concern and discomfort for children attempting to master such formalized academic skills as reading and spelling. Auditory modality immaturities also have direct implication for the development of language skills which of course also contributes to reading difficulties and related academic difficulties.[10]

The remediation of immaturities in the auditory modality is considered a prerequisite to the normal development of academic skill functioning. The literature indicates that a number of commercially produced programs are available for this purpose. Commerically available programs seem to be preferable because they are sequential and inclusive. Many of these programs are also criterion referenced so that skill achievement is discernible. Commerically available programs are also quite time saving for the teacher attempting to meet a broad range of individual needs.[11]

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[9]Doris J. Johnson and Helmer R. Myklebust, Learning Disabilities (New York: Grune and Stratton, 1967), pp. 66-87.

[10]Robert M. Wilson, Diagnostic and Remedial Instruction for Classroom and Clinic (Columbus: Charles E. Merrill Publishing Co., 1972), pp. 163-166.

[11]George Kaluger and Clifford J. Kolson, Reading and Learning Disabilities (Columbus: Charles E. Merrill Publishing Co., 1969), pp. 267-273.

Wallace and Kauffman report that children with auditory modality immaturities experience great difficulty in differentiating, synthesizing and remembering the sounds of words and letters. They point out the necessity of the child's learning to discriminate among sounds, discriminate beginning, middle and final sounds, synthesizing letter sounds into words and remembering the sounds of letters and words. Their research strongly suggests that the remediation of auditory modality immaturities is basic to the development of academic skills and concepts. These authors advocate that the remediation of such immaturities should be implemented in a consistent structured manner to assure maximum student growth and development.[12]

This review of the literature indicates that developmental immaturities in the visual and/or the auditory learning modalities have negative implications for the proper growth and development of formal academic skills. Furthermore, there are strong indications that these developmental immaturities are not remediated in many cases by autogenous growth and development. If remediation is to occur it must be as a result of a diagnostic prescriptive effort implemented in a sequential, consistent and structured manner. When such is not the case, children tend to develop rather severe academic difficulties.

The purpose of this practicum is to develop a plan to remediate developmental immaturities in children entering grade one. The literature strongly supports the philosophy and methodologies incorporated into the practicum effort. Developmental immaturities were identified in

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[12]Gerald Wallace and James M. Kauffman, Teaching Children with Learning Problems (Columbus: Charles E. Merrill Publishing Co., 1973), pp. 176-185.

a cooperative teacher-administrator model with emphasis being placed on teacher involvement. The identified developmental immaturities will be remediated in a manner strongly supported in the literature. That is, the immaturities will be remediated in a formalized, consistent, and constructed manner utilizing both commercial and teacher made material which will be closely monitored by both teachers and administrators. Student progress will be assessed by means of criteria referenced instrumentation.

The implementation of the remedial educational prescriptions will be monitored by the respective school principals and the Participant. A management by objectives program has been formulated which requires the School Principal and Participant to hold a minimum of two conferences per month with each teacher discussing and evaluating the implementation of the prescriptions. A form has been developed identifying what prescriptions have been recommended, when the prescription was implemented, to what extent it was successful, and plans for the next phase of implementation (see Appendix 4). This type of consistent program implementation is supported by the literature.

The process objectives of the practicum effort have been completely achieved as is documented by the following data.

Process Objective Number One

1. Developmental immaturities were identified through the screening effort in thirty of the sixty-nine students evaluated at the Waterman elementary school. Nine students were found to have developmental immaturities in the visual learning modality, four students were found to have developmental immaturities in the auditory learning modality, and seventeen students were found to have developmental immaturities in both the visual and auditory learning modalities.

Therefore, of the sixty-nine students evaluated thirty-nine were found to be functioning at a developmental level commensurate with their chronological age (see Appendix 5).

2. Developmental immaturities were identified in twenty-four of the forty-five students evaluated at the Spotswood elementary school. Five students were found to have developmental immaturities in the visual modality, five students were found with developmental immaturities in the auditory modality and fourteen students were found with developmental immaturities in both the visual and auditory learning modalities. Therefore, of the forty-five students evaluated only twenty-one were found to be functioning at a developmental level commensurate with their chornological age (see Appendix 6).

3. Developmental immaturities were identified in twenty of the seventy-one students evaluated at the Keister elementary school. Three students were found to have developmental immaturities in the visual learning modality, six students were found to have developmental immaturities in the auditory learning modality and eleven students were found to have developmental immaturities in both the visual and auditory learning modalities (see Appendix 7).

Process Objective Number Two

1. Educational prescriptions including appropriate materials and methodologies designed to remove identified developmental immaturities have been written for each of the forty-two identified students at the Waterman elementary school (see Appendix 5). These prescriptions and lists of recommended materials have been placed in each student's cumulative folder.

2. Educational prescriptions including appropriate materials and methodologies designed to remove identified developmental immaturities

have been written for the twenty-five identified students at the Spotswood elementary school (see Appendix 6). These prescriptions and lists of recommended materials have been placed in each student's cumulative folder.

3. Educational prescriptions including appropriate materials and methodologies designed to remove identified developmental immaturities have been written for the twenty-nine identified students at the Keister elementary school (see Appendix 7). These prescriptions and lists of recommended materials have been placed in each student's cumulative folder.

Process Objective Number Three

1. Criterion referenced anticipated increases in learning have been set to provide for maximum remediation for each of the forty-two identified students at the Waterman elementary school (see Appendix 5). This information has been placed in each student's cumulative folder.

2. Criterion referenced anticipated increases in learning have been set for maximum remediation for each of the twenty-five identified students at the Spotswood elementary school (see Appendix 6). This information has been placed in each student's cumulative folder.

3. Criterion referenced anticipated increases in learning have been set to provide for maximum remediation for each of the twenty-nine identified students at the Keister elementary school (see Appendix 7). This information has been placed in each student's cumulative folder.

The evaluation of the practicum itself was done by persons who participated in the process. This was done by means of a questionnaire which was designed to answer the questions of whether the effort was worth the time, did it provide relevant information, did it answer the problems it was intended to, what problems did it create,

how could it have been done better and in general, was it a worthwhile and productive effort. The results of this questionnaire are shown in Appendix 9. In general the results of the questionnaire were very favorable. The participants felt that the practicum effort was very highly relevant to the needs of the students. As to whether the practicum effort was worth the time, the responses were more varied; however, once again the responses were basically quite favorable. The participants strongly felt that the process should be implemented in the future and that classroom teachers should participate in diagnostic prescriptive efforts of such a nature. The survey also revealed that all participants strongly felt that administrators should also be involved in the diagnostic prescriptive efforts. The participants also indicated that the practicum was well carried out.

Side effects identified by the questionnaire were that individual instruction would be more easily implemented for students with special needs, children experiencing developmental immaturities would be identified earlier and that such children would receive more appropriate intervention. The final major side effect was that teachers would become more diagnostic and thus better able to identify problems.

Negative side effects identified were that the process did take teachers away from their classrooms for short periods of time and that teachers did not "get to know" the students that they tested as well as they would have liked. They indicated that they would have liked to have had more time to talk with the students rather than just evaluate them.

The participants indicated that the practicum could have been improved by allowing more time for individual assessments of students,

by providing more inservice training on how to interpret test results and possibly including a number as well as alphabet survey on the screening instrument.

The management objectives of the practicum were to involve teachers, administrators, and special service personnel in a group screening effort and to develop a "team approach" utilizing teachers, administrators and special service personnel in writing educational prescriptions. The evaluation of these objectives was performed by the persons who participated in the process. This was done by means of a questionnaire and also through informal interviews conducted by the Participant (see Appendix 8).

The responses on the questionnaire indicate that the persons who participated in the practicum feel quite strongly that this type of model is very viable and worthwhile. Results of the survey and informal interviews indicate that there is a very strong feeling that administrators should participate in this type of activity. Item number 7 of the questionnaire had a mean response of 4.8 with a range of 1 (see Appendix 9). This was the highest mean response with the smallest variability of any item on the survey. Administrators were perceived as being a necessary element in a diagnostic prescriptive effort. Item number 6, which was designed to measure the teachers' perceptions of participating in a diagnostic prescriptive effort, was also quite positive with a mean score of 4.4 with a range of 3.

Informal interviews conducted with persons involved in the practicum effort indicated that communication concerning both students and curriculum were improved through the process. One of the multiplicative effects of the practicum was that teachers were placed in a

more advantageous position to communicate with administrators concerning curriculum development and implementation. Rather than assuming the traditional reactive role, they generated ideas and concepts concerning curriculum and implementation. Teachers as well as administrators were working from a common base and for the most part on the same levels. Everyone was an equal participant without having to cope with subordinate and superordinate role playing.

Interviews with the practicum participants as well as process observations made during the staffings revealed that the communication between kindergarten and first grade teachers improved as a result of the Practicum. Differences concerning educational philosophies, curriculum and various programs were discussed and on occasion debated. The result of this was that teachers became more familiar with each other as professionals. They gleaned information, concepts and ideas from each other which heretofore apparently had been concealed within the confines of their own classrooms. Individual teachers as well as administrators were also provided an opportunity to vocalize and define concepts and ideas which previously had never been verbalized and thus for the first time took form and in many instances were put into use. The creativity, knowledge and understanding of the collective staff were indeed amazing to all its individual members.

The Practicum was also informally evaluated by teachers, special service personnel and principals from three area school systems. Results of these evaluations were basically quite positive. Their evaluations concluded that the practicum effort highly encourages individualized instruction, involves teachers in program planning, and makes teachers more familiar with students' learning problems.

The evaluation also pointed out that the Practicum was a very positive process for changing attitudes of both administrators and teachers toward students with learning problems. It was also perceived as a means which would introduce teachers to new instructional methodologies, techniques and programs. This evaluation also concluded that the processes established by the practicum effort would improve every year as the teachers became more familiar with the assessment techniques and resultant educational prescriptions. In other words, the practicum results are probably not the result of any significant Hawthorne effect. The final conclusion of this evaluation was that the practicum effort will better familiarize teachers and administrators with applied practical concepts of human growth and development.

INSTITUTIONALIZATION OF THE PRACTICUM

The processes and procedures in this practicum have been thoroughly reviewed by the Superintendent and Director of Instruction of the School System. Authorization has been obtained from the Superintendent to incorporate this model into the existing student assessment program. The Director of Instruction, all principals, first grade and kindergarten teachers and special services personnel concur that the processes established by the practicum should be incorporated into the student assessment program.

FUTURE APPLICATIONS

This Practicum has produced a diagnostic-prescriptive model which is easily transportable to many other school systems, both larger and smaller. It has particular merit in instances where grade one children are placed in programs utilizing differential educational instruction. An example of such a program is the Title I Program funded under the Elementary and Secondary Education Act of 1965. This program is designed to provide increased learning opportunities for children from disadvantaged cultural environments. However, before this program can be properly implemented information needs to be available concerning developmental immaturities these children are experiencing and proper procedures for remediation. The author feels that this model has considerable merit in the placement and instruction of students in Title I classes. It will therefore be presented to a group of Title I Directors at a regional meeting to be held in October, 1976 for their consideration and review.

FOLLOW UP

The author has a deep interest in and commitment to this practicum effort even though it is realized that it is only an introductory level project. However, the author would like to follow up each student with an identified developmental immaturity.

This follow up will consist of the implementation of the educational prescriptions and an assessment of each one to ascertain the effectiveness of remediating the diagnosed developmental immaturities. As a matter of fact, the author is planning to submit shortly an Individual Practicum Proposal which will be designed to implement and measure the effectiveness of the diagnostic-prescriptive model outlined in this Introductory Practicum. This proposal will be submitted prior to September 1, 1976.

In any event, however, the author plans to follow the identified students to ascertain the degree of successful remediation of the diagnosed developmental immaturities. This follow up will be conducted in April and May of 1977 and will include administration of the heretofore mentioned criterion referenced instrumentation as well as a series of standardized academic achievement tests.

PRACTICUM OBSERVERS

The following is a list of those qualified persons who have agreed to observe the Practicum.

David P. Hanson, Ed.D.
Professor of Psychology
Madison College
Harrisonburg, Virginia 22801
703-433-6288

David C. Corley, Ed.D.
Assistant Superintendent
Harrisonburg City Schools
Harrisonburg, Virginia 22801
703-434-9916

Mr. Wayne King
Division Superintendent
Harrisonburg City Public Schools
Harrisonburg, Virginia 22801
703-434-9916

MANN-SUITER DEVELOPMENTAL SCREENING

RECORD FORM

NAME _____

DATE _____

DATE OF BIRTH _____

EXAMINER _____

Screen	*Minimal Requirements*	*Student's Response*	*Acceptance:* Yes	No
Visual Motor	○, age 3	—	—	—
	□, age 4	—	—	—
	△, age 5½	—	—	—
	◇, age 6	—	—	—
Visual Figure-Ground	10 correct responses ages 4–5	—	—	—
	12 correct responses age 6 or older	—	—	—
Visual Discrimination	2 errors, age 5 or older	—	—	—
Visual Memory	3 items any order age 5	—	—	—
	4 items any order age 6	—	—	—
Visual Closure (for children reading at level one or above)	2 errors, level one	—	—	—
	3 errors, other levels	—	—	—
Auditory Discrimination	(initial, medial, final) 4 errors age 6 (recall analysis)	—	—	—
	2 errors age 7	—	—	—
Auditory Closure (blending)	9 errors age 6	—	—	—
	4 errors age 7	—	—	—
Auditory memory (sentences)	7 item errors, age 5	—	—	—
	4 item errors, age 6	—	—	—

Alphabet Speech Screen

Alphabet Sounds (letter)	4 errors age 7 (Part A)	___	___	___
Sounds	1 error age 8 (Part A)	___	___	___
Names (letter)	4 errors age 7 (Part A)	___	___	___
Names	1 error age 8 (Part A)	___	___	___
Diagraphs	1 error age 6 (Part B)	___	___	___
Visual Language Classification	4 errors, age 4–5	___	___	___
	2 errors, age 6	___	___	___
Visual Language Association	4 errors, age 4–5	___	___	___
	2 errors, age 6	___	___	___
Auditory Language Classification	4 errors, age 4–5	___	___	___
	2 errors, age 6	___	___	___
Auditory Language Association	4 errors, ages 4–5	___	___	___
	2 errors, age 6	___	___	___
Manual Language Expression	4 errors, ages 4–5	___	___	___
	2 errors, age 6	___	___	___
Speech	3 item errors, age 4–6	___	___	___
	2 item error, age 7	___	___	___
Verbal Language Expression	4 correct responses, age 6 (at least one per item)	___	___	___
	6 correct responses, age 7 (at least one per item)	___	___	___
Written Language Expression	teacher judgment	___	___	___
Non-Verbal Language	3 errors, age 4–6	___	___	___
	1 error, age 7	___	___	___

COMMENTS:

MANN-SUITER VISUAL MOTOR SCREEN: *Test 1*

Directions: Make three of each

NAME _____

DATE _____

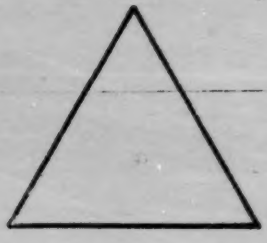
DATE OF BIRTH _____

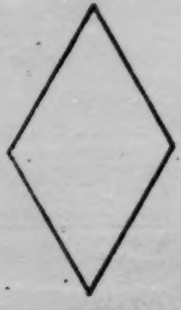
HAND USED _____

RESPONSE

1.

2.

3. 

4. 

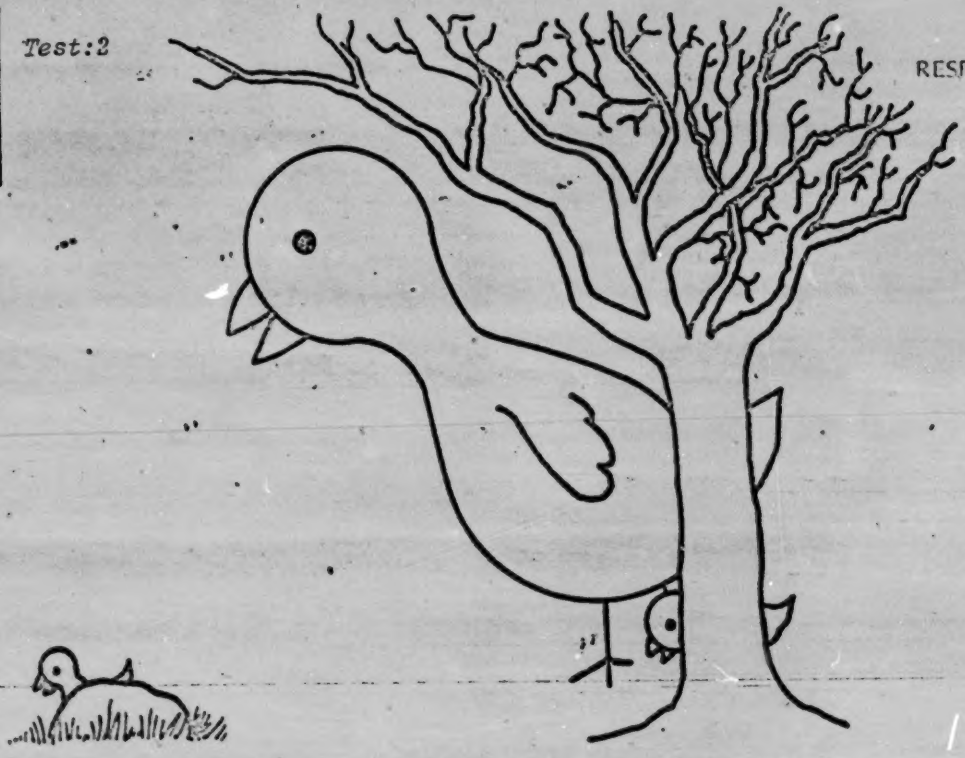
Scoring: Design 1: 3 years *Design 3: 5 1/2 girls, 6 boys*
Design 2: 4 years *Deisgn 4: 6 years*

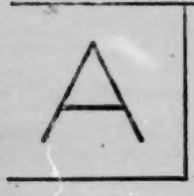
Use Red Pencil: See how I trace this?
You find all of the same things in the big picture.

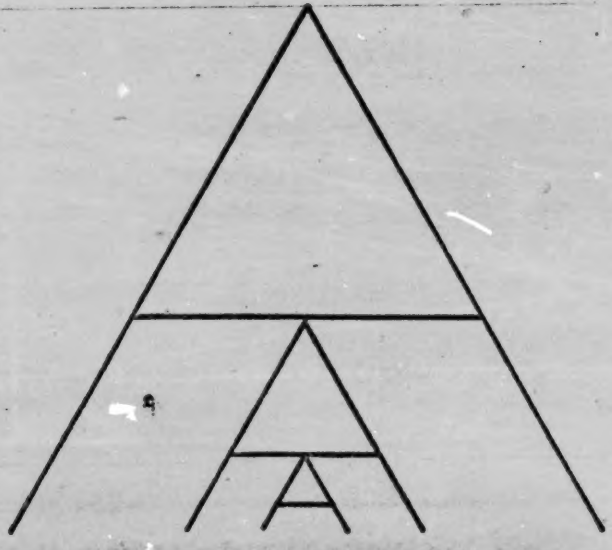
MANN-SUITER VISUAL FIGURE-GROUND SCREEN

Test:2

RESPONSES:





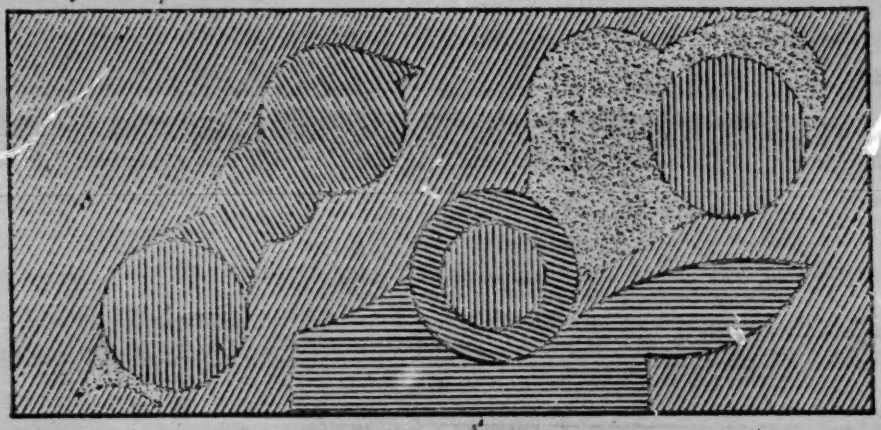


NAME _____

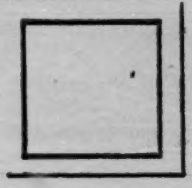
DATE _____

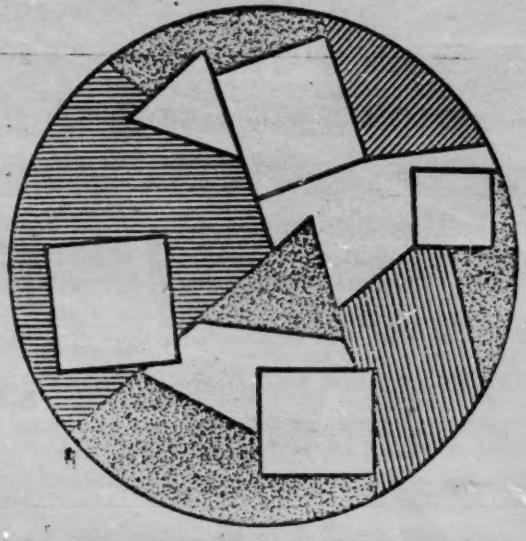
DATE OF BIRTH _____

RESPONS



3.





4.

Scoring: 12 correct, age 6 normative

TOTAL ACCURATE RESPONSES

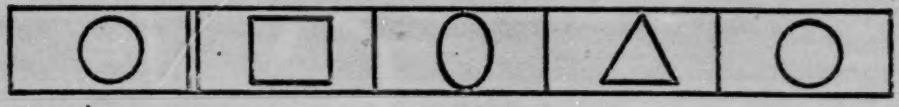
MANN-SUITER VISUAL DISCRIMINATION SCREEN: *Test 3*

Mark the one that looks like the first one.

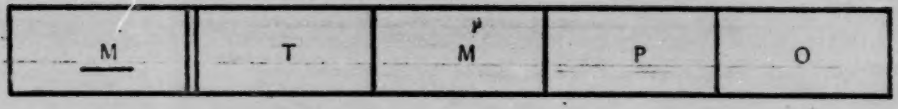
NAME _____
DATE _____
DATE OF BIRTH _____

Practice:

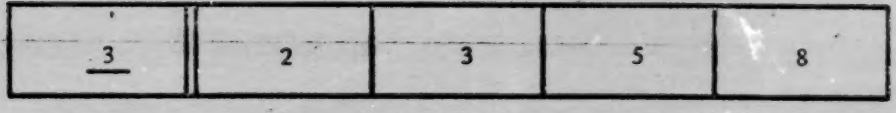
RESPONSE:



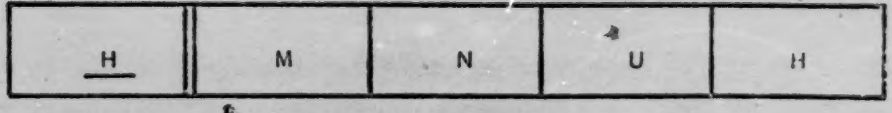
1.



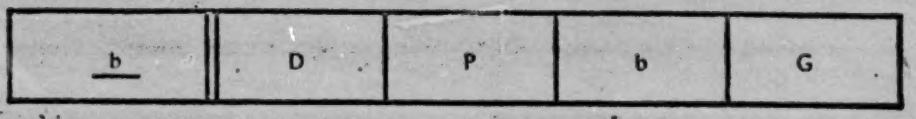
2.



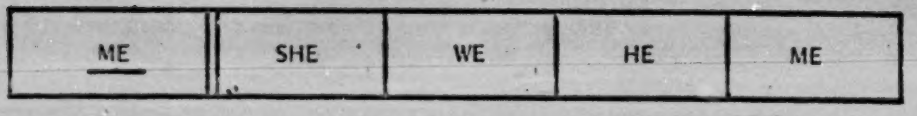
3.



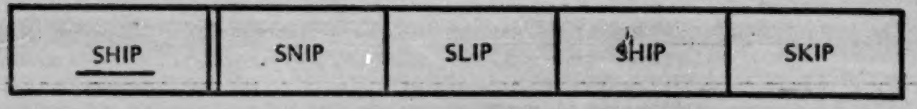
RESPONSE:

4. 

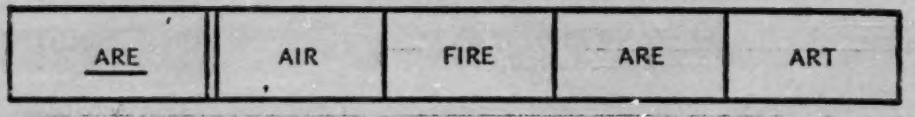
___

5. 

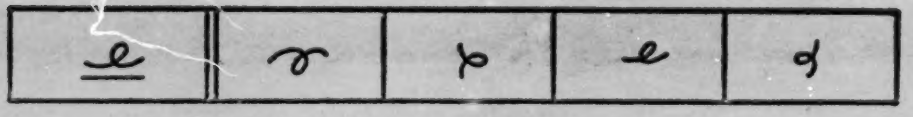
___

6. 

___

7. 

___

8. 
___

Scoring:

TOTAL INCORRECT: ___

3 or more errors age 5 or older suggests difficulty

MANN-SUITER VISUAL MEMORY FOR OBJECTS: *Test 5*

I am going to show you a row of pictures. After I cover the pictures I want you to tell me exactly what pictures you saw:

one second per picture

NAME _____

DATE _____

DATE OF BIRTH _____

Practice:

RESPONSE

MANN-SUITER VISUAL MEMORY FOR OBJECTS

NAME _____

DATE _____

DATE OF BIRTH _____

RESPONSE

MANN-SUITER VISUAL MEMORY FOR OBJECTS

NAME _____

DATE _____

DATE OF BIRTH _____

RESPONSE

_____

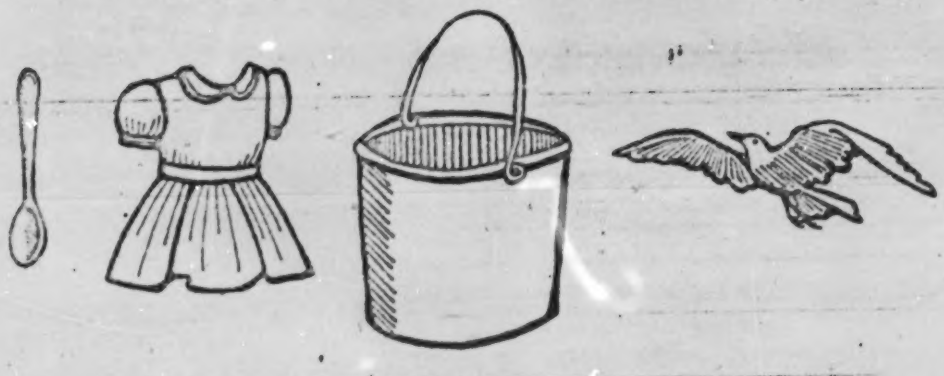
MANN-SUITER VISUAL MEMORY FOR OBJECTS

NAME _____

DATE _____

DATE OF BIRTH _____

RESPONSE



_____

MANN-SUITER VISUAL MEMORY FOR OBJECTS

NAME _____

DATE _____

DATE OF BIRTH _____

RESPONSE

_____

LARGEST TOTAL IN ANY ROW IN ANY ORDER:

Normative

Age 5: 3 items, any order
Age 6: 4 items, any order

MANN-SUITER AUDITORY DISCRIMINATION SCREEN: *Test 6*

Examiner covers mouth: I am going to say some words - tell me if they are the same or different

NAME _____

DATE _____

DATE OF BIRTH _____

PART A

Discrimination of Initial and Final Sounds (recognition)

Response

___ 1. shine - sign
___ 2. tin - thin
___ 3. pine - pine
___ 4. mob - mop
___ 5. mud - mug
___ 6. life - like
___ 7. very - fairy
___ 8. ship - ship
___ 9. goal - coal
___ 10. moon - noon
___ 11. very - berry
___ 12. buff - tuff
___ 13. run - run
___ 14. robe - rode
___ 15. bus - buzz
___ 16. bill - mill
___ 17. brink - drink
___ 18. fling - cling
___ 19. lake - lake
___ 20. scream - stream
___ 21. and - end

Discrimination of Medial Vowel Sounds (recognition)

___ 22. mesh - mush
___ 23. slid - sled
___ 24. deck - dock
___ 25. band - bend

TOTAL INCORRECT: ___

PART B

Discrimination of Medial Sounds Response (recall analysis)

What is the middle sound of these words:

___ 1. a sad
___ 2. u bus
___ 3. o hot
___ 4. e pet
___ 5. e team
___ 6. i like
___ 7. o boat
___ 8. u mule
___ 9. i bit
___ 10. a cake

TOTAL INCORRECT: ___

Age 7: 3 or more error difficulty

Scoring:

Age 6: 5 or more uncorrected errors - difficulty

MANN-SUITER AUDITORY CLOSURE (BLENDING) SCREEN: *Test 7*

I am going to make some sounds that make a word: Tell me what the word is when I finish.

NAME _____

DATE _____

DATE OF BIRTH _____

RESPONSE:

1. g-oat (bell, good, goat) ___
2. sh-ip (push, shop, ship) ___
3. s-u-n (sun, mind, nuts) ___
4. m-e (be, he, me) ___
5. c-a-p (tack, pack, cap) ___
6. dr-e-ss (grass, rage, dress) ___
7. t-ar (art, tar, rat) ___
8. d-us-t (stem, dust, stair) ___
9. sp-ot (spot, pot, stop) ___
10. br-i-ck (crib, brick, strip) ___
11. p-ai-l (same, pail, late) ___
12. s-l-a-p (black, rap, slap) ___
13. b-a-g (gab, bag, back) ___
14. l-a-m-p (play, lamp, pack) ___
15. s-t-r-ing (string, green, rip) ___

TOTAL INCORRECT: ___

Age 6: 10 or more errors - difficulty

Age 7: 5 or more errors

MANN-SUITER AUDITORY MEMORY SCREEN (SENTENCES): *Test 8*

I am going to say something to you. When I finish, you say just what I said.

NAME _____

DATE _____

DATE OF BIRTH _____

		RESPONSE:
1.	The boy has a big ball.	___
2.	I like to ride in the car.	___
3.	Mary is reading her new book.	___
4.	John ran fast down the wide road.	___
5.	It is time to go home from school.	___
6.	Open the door, and let the dog out.	___
7.	Last Sunday we went to the beach.	___
8.	Pretty flowers come out in the spring.	___
9.	Horses like to run wild in the fields.	___
10.	The moon shone brightly in the sky at night.	___
11.	The ship blew its horn when it passed under the bridge.	___
12.	Mother put flowers on the table last night.	___
13.	The bird built its nest high up in the shady tree.	___
14.	He saw a car hit a pole on his way to school.	___
15.	I like milk and crackers after school every day.	___
16.	It was a dark and cloudy day, but Bill went swimming.	___
17.	The dust was so thick you could hardly find your way around there.	___
18.	Day after day, the dark clouds poured rain on the earth far below.	___
19.	I was keeping it for a surprise, but I will show it now.	___
20.	John went to Boston to see if he could pick up some good antiques.	

TOTAL INCORRECT ___

Scoring:

MANN-SUITER ALPHABET-SPEECH SCREEN : *Test 9*

(AUDITORY–VISUAL ASSOCIATION)

NAME _____

DATE _____

DATE OF BIRTH _____

PART A Name these letters – What sound?

Age 7:

5 or more errors

Age 8:

2 or more errors

NAME	VOWELS & CONSONANTS	SOUND	NAME	VOWELS & CONSONANTS	SOUND
—	M	—	—	T	—
—	S	—	—	H	—
—	P	—	—	G	—
—	C	—	—	E	—
—	L	—	—	K	—
—	R	—	—	Z	—
—	A	—	—	U	—
—	X	—	—	Y	—
—	F	—	—	W	—
—	O	—	—	D	—
—	B	—	—	N	—
—	Q	—	—	J	—
—	I	—	—	V	—

TOTAL INCORRECT: _____ TOTAL INCORRECT: _____

PART B Below Age 6:

Name each picture.

Age 6:

2 or more errors

DIGRAPH SCREEN

Word	Picture	Response	Word	Picture	Response
ch		—	th		—
ch		—	th		—
sh		—	wh		—
sh		—	Th		—

94 TOTAL INCORRECT: _____

APPENDIX 2

Name _____

Birthdate _____ Age _____

Grade _____ Evaluated by: _____

Date Evaluation Administered _____

Results: Developmental Screening Inventory

	Acceptance Yes	No
Visual Motor	____	____
Visual Figure Ground	____	____
Visual Discrimination	____	____
Visual Memory	____	____
Auditory Discrimination	____	____
Auditory Closure	____	____
Auditory Memory	____	____
Alphabet	____	____

Specific Educational Prescriptions or Recommendations

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Recommended Educational Placement for Next School Year:

Anticipated Level of Performance Upon Completion of Grade One

Skill (Identify)	Level of Expected Performance
1.	1.
2.	2.
3.	3.
4.	4.

APPENDIX 3

March 17, 1976

MEMO TO: All Elementary Principals, Kindergarten and 1st Grade Teachers, Speech Therapists, Betty Shreckhise, Dr. Corley, Robert Horst

FROM: Barry S. Hensley

Beginning April 15, staffings will be held in each school on the kindergarten children who have been assessed. Waterman will meet on every Wednesday from 3:15 to 3:45 p.m., Keister will meet on every Thursday from 3:15 to 3:45 p.m., and Spotswood will meet on every Friday from 3:15 to 3:45 p.m. Specific dates are as follows:

Waterman

Wednesday, April 21
Wednesday, April 28
Wednesday, May 5
Wednesday, May 12
Wednesday, May 19
Wednesday, May 26

Keister

Thursday, April 15
Thursday, April 22
Thursday, April 29
Thursday, May 6
Thursday, May 13
Thursday, May 20

Spotswood

Friday, April 23
Friday, April 30
Friday, May 7
Friday, May 14
Friday, May 21

BSH:pm

APPENDIX 4

HARRISONBURG CITY PUBLIC SCHOOLS

STUDENT _____ SCHOOL _____

BIRTHDATE _____ TEACHER _____

AGE _____

Remedial Educational Prescription -

Implementation Date	P-T Conference Date	Activities/ Materials Used	Formulated Plans for Next Activities

Implementation Date	P-T Conference Date	Activities/Materials Used	Formulated Plans for Next Activities

APPENDIX 5

School: Waterman Elementary

Student	Areas of Diagnosed Developmental Immaturities	Criterion Referenced Remedial Educational Prescriptions
1. P.A.	Visual discrimination Visual memory	Student will receive remedial training through the Frostig Program. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
2. N.B.	Visual motor, visual memory auditory memory alphabet screen	Student will receive remedial training through the SOS and Frostig Programs. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception and will have successfully completed items 1-80 in the Level 1 SOS Program.
3. J.B.	Visual motor, auditory discrimination auditory memory alphabet	Student will receive remedial training through the SOS, Frostig and PRS Programs. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception, will have successfully completed items 1-80 in the Level 1 SOS Program and will achieve 90% mastery on all 5 post subtests of the PRS Program.
4. T.B.	Visual motor auditory memory alphabet	Student will receive remedial training through the Frostig and PRS Programs. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception and will achieve 90% mastery on all 5 post subtests of the PRS Program.

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Student	Areas of Diagnosed Developmental Immaturities	Criterion Referenced Remedial Educational Prescriptions
5. D. C.	Visual memory auditory discrimination auditory memory alphabet	Student will receive remedial training through the Frostig and PRS Programs. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception and will achieve 90% mastery o all 5 post subtests of the PRS rogram.
6. K.C.	Visual motor auditory memory	Student will receive remedial training through the Frostig Program. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
7. L.C.	Visual motor visual discrimination auditory closure alphabet	Student will receive remedial training through the Frostig and PRS Programs. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception and will achieve 90% mastery on all 5 post subtests of the PRS Program.
8. W. C.	Visual motor auditory discrimination auditory closure alphabet	Student will receive remedial training through the use of the SOS and Frostig Programs. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception and will have successfully completed items 1-80 in the Level 1 SOS Program.
9. T. D.	Visual memory auditory memory alphabet	Student will receive remedial training through the PRS Program. Upon completion of grade one the student will achieve 90% mastery on all 5 post subtests of the PRS Program.

Student	Areas of Diagnosed Developmental Immaturities	Criterion Referenced Remedial Educational Prescriptions
10. D.E.	Visual motor visual memory alphabet	Student will receive remedial training through the Frostig and SOS Programs. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception and will have successfully completed items 1-80 in the Level 1 SOS program.
11. S.E.	Visual motor auditory discrimination auditory closure auditory memory	Student will receive remedial training through the Frostig, MWM and SOS Programs. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception, will earn raw scores of at least 7 on all 11 post sub tests of the MWM Inventory of Language Abilities and will have successfully completed items 1-80 in the Level 1 SOS Program.
12. R.F.	Visual motor auditory memory alphabet	Student will receive remedial training through the MWM Program. Upon completion of grade one the student will earn raw scores of at least 7 on all 11 post tests of the MWM Inventory of Language Abilities.
13. N.F.	Visual figure ground auditory memory	Student will receive remedial training through the MWM Program. Upon completion of grade one the student will earn raw scores of at least 7 on all 11 post tests of the MWM Inventory of Language Abilities.
14. B.G.	Visual memory	Student will receive remedial training through the MWM Program. Upon completion of grade one the student will earn raw scores of at least 7 on all 11 post tests of the MWM Inventory of Language Abilities.

Student	Areas of Diagnosed Developmental Immaturities	Criterion Referenced Remedial Educational Prescriptions
15. C. G.	Auditory memory alphabet	Student will receive remedial training through the PRS Program. Upon completion of grade one the student will achieve 90% mastery on all 5 post subtests of the PRS Program.
16. K.H.	Auditory memory alphabet	Student will receive remedial training through the MWM Program. Upon completion of grade one the student will earn raw scores of at least 7 on all 11 post tests of the MWM Inventory of Language Abilities.
17. R.H.	Visual motor visual discrimination auditory discrimination auditory memory alphabet	Student will receive remedial training through the Frostig and SOS Programs. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception and will have successfully completed items 1-80 in the Level 1 SOS Program.
18. T. H.	Visual motor visual memory auditory memory alphabet	Student will receive remedial training through the PRS and Frostig Programs. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception and will achieve 90% mastery on all 5 post subtests of the PRS Program.
19. A.L.	Visual discrimination auditory memory	Student will receive remedial training through the SOS Program. Upon completion of grade one the student will have successfully completed items 1-80 in the Level 1 SOS Program.
20. C.M.	Auditory closure auditory memory	Student will receive remedial training through the MWM Program. Upon completion of grade one the student will earn raw scores of at least 7 on all 11 areas of the MWM Inventory of Language Abilities.

Student	Areas of Diagnosed Developmental Immaturities	Criterion Referenced Remedial Educational Prescriptions
21. S. M.	Visual discrimination alphabet	Student will receive remedial training through the Frostig Program. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
22. R. N.	Auditory memory alphabet	Student will receive remedial training through the PRS Program. Upon completion of grade one the student will achieve 90% mastery on all 5 post subtests of the PRS program.
23. L. R.	Visual motor alphabet	Student will receive remedial training through the PRS Program. Upon completion of grade one the student will achieve 90% mastery on all 5 post subtests of the PRS Program.
24. D.S.	Visual motor visual memory	Student will receive remedial training through the Frostig Program. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
25. G.S.	Visual motor	Student will receive remedial training through the Frostig Program. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
26. R. S.	Visual motor visual memory auditory memory alphabet	Student will receive remedial training through the PRS and Frostig Programs. Upon completion of grade one the student will achieve 90% mastery on all 5 post subtests of the PRS Program and will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.

Student	Areas of Diagnosed Developmental Immaturities	Criterion Referenced Remedial Educational Prescriptions
27. R. S.	Visual motor visual memory auditory memory alphabet	Student will receive remedial training through the PRS and Frostig Programs. Upon completion of grade one the student will achieve 90% mastery on all 5 post subtests of the PRS program and will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
28. Z. S.	Visual motor	Student will receive remedial training through the Frostig Program. Upon completion of grade one the student will function at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
29. R.V.F.	Visual discrimination alphabet	Student will receive remedial training through the MWM Program. Upon completion of grade one the student will earn raw scores of at least 7 on all 11 subtests of the MWM Inventory of Language Abilities.
30. J.W.	Visual memory auditory closure auditory memory alphabet	The student will receive remedial training through the PRS Program. Upon completion of grade one the student will achieve 90% mastery on all 5 subtests of the PRS Program.

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APPENDIX 6

School: Spotswood

Student	Areas of Diagnosed Developmental Immaturities	Criterion Referenced Remedial Educational Prescriptions
1. A.B.	Visual motor auditory closure alphabet	Student will receive training through the SOS and Frostig Programs. By the end of grade one the student will be able to function at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception. By the end of grade one the student will have successfully completed items 1-80 in the Level 1 SOS Program.
2. B. S.	Alphabet visual motor	The student will receive reading instruction through utilization of the Level 1 Distar Program. By the end of grade one the student will successfully complete 10 of 12 items on the Distar Level 1 Mastery Test.
3. D. B.	Visual motor auditory discrimination	Student will receive remedial training through utilization of the MWM and Frostig Programs. Upon completion of grade one the student will function at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception. By the end of grade one the student will earn raw scores of at least 7 on all 11 areas of the MWM Inventory of Language Abilities.
4. C. B.	Visual motor visual figure ground visual discrimination auditory closure auditory memory alphabet	Student will receive remedial training through the MWM and Frostig Programs. By the end of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception and will earn raw scores of at least 7 on all 11 areas of the MWM Inventory of Language Abilities.

Student	Areas of Diagnosed Developmental Immaturities	Criterion Referenced Remedial Educational Prescriptions
5. L. B.	Visual motor auditory memory	Student will receive reading instruction through the Distar Program and by the end of grade one will successfully complete 10 of 12 items of the Distar Level 1 Mastery Test.
6. D. C.	Visual figure ground visual discrimination auditory discrimination alphabet	Student will receive remedial training through the SOS and Frostig Programs. By the end of grade one the student will successfully complete activities 1-80 in the Level 1 SOS Program and will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
7. T. C.	Visual motor visual discrimination	Student will receive remedial training through the Frostig Program and upon completion of grade one will function at normative levels on all subtests of the Frostig Developmental Test of Visual Perception.
8. R. C.	Visual motor visual memory alphabet	Student will receive remedial training through the Frostig and MWM Programs. By the end of first semester the student will function at normative levels on all 5 subtests of the Frostig Test and will earn raw scores of at least 7 on all 11 areas of the MWM Inventory of Language Abilities. Beginning second semester the student will receive reading instruction through the Distar Program.
9. D. P.	Visual motor auditory memory alphabet	Student will receive remedial instruction through the SOS and Frostig Programs. Reading instruction will be implemented through the Distar Program. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception, will successfully complete 10 of 12 items on the Distar Level 1 Mastery Test and will successfully complete activities 1-80 in the Level 1 SOS Program.

Student	Areas of Diagnosed Developmental Immaturities	Criterion Referenced Remedial Educational Prescriptions
10. J. E.	Visual motor auditory memory alphabet visual discrimination visual memory	Student will receive remedial training through the SOS and Frostig Programs. Upon completion of the 1976-77 school year the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception and will successfully complete items 1-80 in the Level 1 SOS Program.
11. C. F.	auditory discrimination auditory memory	Student will receive remedial training through the SOS Program and upon completion of grade one will successfully complete items 1-80 in the Level 1 SOS Program.
12. P. G.	visual motor visual figure ground alphabet	Student will receive remedial training through the Frostig Program. Reading will be implemented through utilization of the Distar Program. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception and will successfully complete 10 of 12 items on the Distar Level 1 Mastery Test.
13. N. G.	Auditory discrimination auditory memory	Student will receive remedial training through the SOS Program and upon completion of grade one will have successfully completed items 1-80 in the Level 1 SOS Program.
14. C. H.	Visual motor visual memory auditory memory alphabet	Student will receive remedial instruction through the SOS and Frostig Programs. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception and will have successfully completed items 1-80 in the Level 1 SOS Program.

Student	Areas of Diagnosed Developmental Immaturities	Criterion Referenced Remedial Educational Prescriptions
15. W. H.	Visual motor auditory discrimination alphabet	Student will receive remedial training through the SOS and Frostig Programs. Reading instruction will be implemented through the Distar Program. Upon completion of grade one the student will have successfully completed items 1-80 in the Level 1 SOS Program, will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception and will successfully complete 10 of 12 items on the Distar Level 1 Mastery Test.
16. A. J.	Visual motor auditory closure	Student will receive remedial training through the MWM and Frostig Programs. Upon completion of grade one the student will earn raw scores of at least 7 on all 11 areas of the MWM Inventory of Language Abilities and score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
17. R. K.	Visual motor auditory discrimination auditory memory alphabet	Student will receive remedial training through the MWM and Frostig Programs. Upon completion of grade one the student will earn raw scores of at least 7 on all 11 areas of the MWM Inventory of Language Abilities and score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
18. K. M.	Visual motor auditory memory visual memory alphabet	Student will receive remedial training through the Frostig and SOS Programs. Reading instruction will be implemented through utilization of the Distar Program. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception, will have successfully completed items 1-80 in the SOS Level 1 Program and will successfully complete 10 of 12 items on the Distar Level 1 Mastery Test.

Student	Areas of Diagnosed Developmental Immaturities	Criterion Referenced Remedial Educational Prescriptions
19. M. M.	Visual memory Visual discrimination auditory memory	Student will receive remedial training through the Distar Program. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
20. R. M.	All areas	Student will receive training through the Frostig and SOS Programs. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception and will successfully complete items 1-80 in the Level 1 SOS Program.
21. E. M.	Visual motor visual memory	Student will receive remedial training through the Frostig Program. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
22. L. P.	Auditory closure alphabet	Student will receive remedial training through the SOS Program. Upon completion of grade one the student will have successfully completed items 1-80 in the Level 1 SOS Program.
23. M. R.	Auditory discrimination auditory memory	Student will receive remedial training through the SOS Program. Upon completion of grade one the student will have successfully completed items 1-80 in the Level 1 SOS Program.
24. C. S.	Auditory discrimination	Student will receive remedial training through the SOS Program. Upon completion of grade one the student will have successfully completed items 1-80 in the Level 1 SOS Program.

School: Keister

APPENDIX 7

Student	Areas of Diagnosed Developmental Immaturities	Criterion Referenced Remedial Educational Prescriptions
1. A. A.	Auditory discrimination	Student will receive remedial training through the SOS Program. Upon completion of grade one the student will have successfully completed items 1-80 on the Level 1 SOS Program.
2. D. B.	Visual motor Auditory memory	Student will receive remedial training through the Frostig and SOS Programs. Upon completion of grade one the student will score at normative levels on all subtests of the Frostig Developmental Test of Visual Perception and will have successfully completed items 1-80 in the Level 1 SOS Program.
3. M. B.	All areas	Student will receive remedial training through the MWM, Frostig Program and SOS Programs. Upon completion of grade one the student will earn raw scores of at least 7 on all 11 areas of the MWM Inventory of Language Abilities, will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception and will have successfully completed items 1-80 in the Level 1 SOS Program.
4. D. C.	Visual discrimination auditory closure alphabet	Student will receive remedial training through the SOS Program. Upon completion of grade one the student will have successfully completed items 1-80 in the Level 1 SOS Program.

Student	Areas of Diagnosed Developmental Immaturities	Criterion Referenced Remedial Educational Prescriptions:
5. M. C.	Auditory memory	Student will receive remedial training through the SOS Program. Upon completion of grade one the student will have successfully completed items 1-80 in the Level 1 SOS Program.
6. R. C.	Visual motor auditory discrimination auditory memory	Student will receive remedial training through the Frostig and SOS Programs. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception and will have successfully completed items 1-80 in the Level 1 SOS Program.
7. S. G.	All areas except auditory closure	Student will receive remedial training through the MWM and Frostig Programs. Upon completion of grade one the student will earn raw scores of at least 7 on all 11 areas of the MWM Inventory of Language Abilities and will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
8. M. G.	Visual motor	Student will receive remedial training through the Frostig Program. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
9. R. D.	Visual motor	Student will receive remedial training through the Frostig Program. Upon completion of grade one the student will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.

Student	Areas of Diagnosed Developmental Immaturities	Criterion Referenced Remedial Educational Prescriptions
10. K. F.	Visual motor visual memory auditory discrimination auditory memory	Student will receive remedial training through the MWM Program. Upon completion of grade one the student will earn raw scores of at least 7 on all 11 areas of the MWM Inventory of Language Abilities.
11. J. H.	Auditory discrimination auditory memory	Student will receive remedial training through the SOS Program and upon completion of grade one the student will have successfully completed items 1-80 in the Level 1 SOS Program.
12. M. H.	Auditory discrimination auditory memory	Student will receive remedial training through the SOS Program and upon completion of grade one will have successfully completed items 1-80 in the Level 1 SOS Program.
13. J. H.	Visual memory auditory memory	Student will receive remedial training through the MWM Program. Upon completion of grade one the student will earn raw scores of at least 7 on all 11 areas of the MWM Inventory of Language Abilities.
14. D. J.	Auditory discrimination	Student will receive remedial training through the SOS Program and upon completion of grade one will have successfully completed items 1-80 in the Level 1, SOS Program.
15. A. K.	Auditory discrimination auditory closure auditory memory alphabet	Student will receive remedial training through the SOS and MWM Programs. Upon completion of grade one the student will have successfully completed items 1-80 in the Level 1, SOS Program and will earn raw scores of at least 7 on all 11 subareas of the MWM Inventory of Language Abilities.

Student	Areas of Diagnosed Developmental Immaturities	Criterion Referenced Remedial Educational Prescriptions
16. K. P.	Visual motor visual discrimination auditory discrimination auditory memory	Student will receive remedial training through the MWM and Frostig Programs. Upon completion of grade one the student will earn raw scores of at least 7 on all 11 subareas of the MWM Inventory of Language Abilities and will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
17. A. P.	Visual motor Visual memory auditory discrimination auditory memory	Student will receive remedial training through the SOS and Frostig Programs. Upon completion of grade one the student will have successfully mastered items 1-80 in the Level 1, SOS Program and will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
18. A. S.	Visual motor	Student will receive remedial training through the MWM and Frostig Programs. Upon completion of grade one the student will earn raw scores of at least 7 on all 11 areas of the MWM Inventory of Language Abilities and will score at normative levels on all 5 subtests of the Frostig Developmental Test of Visual Perception.
19. D. L.	Visual motor	Student will receive remedial training through the Frostig Program and upon completion of grade one will score at normative levels on the Motor Coordination subtest of the Frostig Developmental Test of Visual Perception.
20. J. W.	Visual motor auditory discrimination auditory memory	Student will receive remedial training through the SOS and Frostig Programs. Upon completion of grade one the student will have successfully completed items 1-80 in the SOS Level 1 Program and will score at normative levels on the Motor Coordination subtest of the Frostig Developmental Test of Visual Perception.

APPENDIX 8

QUESTIONNAIRE: KINDERGARTEN SCREENING

Please circle one response to the following questions.

1. Do you feel that the kindergarten screening program will be relevant to the needs of these students as first graders?

   Highly relevant 5 4 3 2 1 Not relevant

2. How effective was the Mann-Suiter in determining developmental maturity levels of the students?

   Highly effective 5 4 3 2 1 Not effective

3. As an evaluator how effective was the training you received?

   Highly effective 5 4 3 2 1 Not effective

4. Was the screening and staffing effort worth the time you contributed?

   Highly worthwhile 5 4 3 2 1 Not at all worthwhile

5. Do you feel that this type of screening effort should be implemented in future years?

   Definitely yes 5 4 3 2 1 Definitely no

6. As a classroom teacher do you feel that you should share in the responsibility in determining immaturities and learning styles in students you may have as pupils for the coming school year?

   Definitely yes 5 4 3 2 1 Definitely no

7. Do you feel that administrators should be involved in this type of screening and prescription writing technique?

   Definitely yes 5 4 3 2 1 Definitely no

8. In your opinion how well was the screening and staffing effort carried out?

   Extremely well 5 4 3 2 1 Not well at all

9. Please identify any positive and negative side effects that the project created.

   (1)

   (2)

   (3)

10. How could the project have been improved?

APPENDIX 9

Results of Evaluation Questionnaire

1. Mean Score: 4.4

   Range 3-5

2. Mean Score: 3.9

   Range 3-5

3. Mean Score: 3.6

   Range 2-5

4. Mean Score: 3.9

   Range 2-5

5. Mean Score: 4.4

   Range 3-5

6. Mean Score: 4.4

   Range 2-5

7. Mean Score: 4.8

   Range 4-5

8. Mean Score: 4.5

   Range 4-5

GLOSSARY

Developmental Immaturity. An immaturity in one or more of the basic learning skills contained in the visual and/or auditory learning modality.

Frostig Program. A remedial program designed to correct immaturities in the visual learning modality. The program is criterion referenced and includes pre and post program assessments. The program is published by Follett Publishing Company and was developed by Marianne Frostig.

Learning Modality. This concept is an avenue of input to include auditory and visual approaches to teaching and learning. Within each modality there is contained a set of skills.

MWM Program. A readiness program designed primarily to teach the skills necessary for the proper development of language and related skills. Auditory reception, visual reception, auditory association, visual association, verbal expression, manual expression, auditory memory, visual memory, grammatic closure and visual closure skills can be remediated with this program. The program is criterion referenced and contains a pre and post assessment instrument. It is published by Educational Performance Associates of Ridgefield, New Jersey and was developed by Esther H. Minskoff, Douglas E. Wiseman and J. Gerald Minskoff.

SOS Program. This is a developmental program designed to facilitate skill development in auditory perception. It is primarily designed for use in grades one and two. It is published by Follett Publishing Company and was developed by Eleanor Semel.

Psycho-educational evaluation. An individual student assessment utilizing a battery of standardized tests designed to evaluate intellectual, psychomotor, academic and social-emotional functioning.

Staffings. A series of meetings in which all professional participants in the practicum convened to make decisions concerning student functioning and resultant educational prescriptions.

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